

## Normalising CALL1: Exploratory Case Study from the Saudi Context

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### Abstract

This paper reports an exploratory case study of 48 Saudi female freshmen at the College of Languages & Translation in Riyadh, Saudi Arabia. The study seeks to examine the impact of using computers in EFL reading classrooms by looking at how the use of computers contributes to the development of students' reading skills and strategies. It explores the effects of using computer-based reading lessons in EFL classrooms on learners' attitudes, behaviours and motivation. It also investigates the impact of using such lessons on the teacher's role and her understanding of that role. The first stage of the study involved the design and implementation of the computer-based reading lessons. This was followed by a 12-week (a semester-long) reading course where the 48 participants enrolled in a computer-based reading class consisting of three sessions per week at the computer lab and one session in the regular classroom.

A variety of data collection methods were incorporated to ensure the richness and depth of data. These include a background questionnaire, classroom observation, teacher and researcher diaries, students' scores, teacher's log and participants' interviews. The analysis was conducted both quantitatively and qualitatively in order to generate categories, patterns, and themes resulting in a final conclusion.

Findings showed statistically significant improvement in students' examination scores. The qualitative analysis of the data reveals that integrating computer-based lessons in this particular reading class gradually developed positive attitudinal and behavioural change during the course and increased motivation. It also led to a desire for an increase in autonomous, interactive behaviour not only in the reading class but in other classes as well.

Findings showed a positive change in the teacher's behaviour and attitude. That change led to a gradual shift in her role from the manager of the class into more of a facilitator, allowing her students more control over their learning.

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